DOCUMENT RESUME

ED 389 177 FL 023 358

TITLE	Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume I: An Overview (Final). (Task Six.)
INSTITUTION	Development Associates, Inc., Arlington, Va.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	95
CONTRACT	T292001001
NOTE	64p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Bilingual Education; Data Analysis; *Database Design; Database Management Systems; *English (Second Language); *Federal Programs; *Limited English Speaking; Minority Groups; Policy Formation; Public Agencies; Public Policy; Research Projects; *Technical Assistance
IDENTIFIERS	Hawkins Stafford Act 1988; *Special Issues Analysis Center

ABSTRACT

Activities of the Special Issues Analysis Center (SIAC), a technical support center providing assistance to the Department of Education in serving the needs of limited-English-proficient (LEP) students through the Bilingual Education Act of 1988, are summarized. In the third year of its contract, SIAC performed these services: creation of a database on funded and non-funded applications for Title VII program aid; development of a historical database describing all Title VII grants for local education, training, and state education agency programs; design of an Office of Bilingual Education and Minority Languages Affairs (OBEMLA) database management system; review of existing evaluation reports; a database and report outlining findings from a 1993-94 Bilingual Education State Education Agency survey; completion of tasks from the previous year; and completion of a focus group on uses of communication technology, a paper on state performance standards and assessments and their relation to LEP students, and graphic displays illustrating LEP populations in federal regions. Specifics of these activities are described in additional volumes. (MSE)

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SIAC

Special Issues Analysis Center

Annual Report: Year Three

Volume I: An Overview

(Final)

(Task Six)

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SIAC *Special Issues Analysis Center*

Annual Report: Year Three

Volume I: An Overview
(Final)

(Task Six)

1995

Development Associates, Inc.

Research, Evaluation, and Survey Services Division

This report was prepared for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under Contract No. T292001001, Task No. 6. The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

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SPECIAL ISSUES ANALYSIS CENTER
YEAR THREE ANNUAL REPORT

Executive Summary

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. This report describes activities carried out by the SIAC in Year Three. A full list of SIAC products for all three years of operation is presented in the Appendix.

In Year Three, a database was created based on FY94 Title VII application data. These data were described in two separate reports: one based on data from nonfunded applications and one on funded applications. These data were also used to provide analyses and Short Turnaround Reports to OBEMLA on specific questions on an as-needed basis.

In Year Three, work on developing a Title VII Historical Database was also completed. A database describing all Title VII grants for local education, training, and state education agency programs was developed, and the database (with documentation) plus four reports summarizing that database were submitted.

Work on the design for an OBEMLA database management system was continued in Year Three through the development of a Title VII Demonstration Database with documentation. In addition, the third of a series of three reports describing, respectively, short term, intermediate term, and longer term options for the development of an improved information and database management system was submitted.

In this third year, no programs were nominated by OBEMLA for accountability and evaluation system review by the SIAC. In place of this effort, the SIAC was requested to review existing evaluation reports, especially those employing the Developmental Bilingual Education Data Collection and Evaluation System (DBEDCES), to review the new legislation, and to make recommendations concerning improved evaluation systems for program improvement and accountability. A report summarizing that review was submitted.

Also in Year Three, a database and report were provided to OBEMLA outlining findings from the 1993-94 Bilingual Education State Education Agency (SEA) Survey.

Work was completed on eight of the nine Task Orders exercised in Year Two but continuing into Year Three. These included a Literature Review and Synthesis Report on Institutional Change and its Implications for Schools Serving LEP Students, two Task Orders involving secondary analyses of existing databases (NELS:88 and Prospects), a Focus Group on Research Designs for Measuring Institutional Change Affecting the Education of LEP Students, a written focus group on Recommendations on Student Outcome Variables for LEP Students, a special issues paper on The Certification of Education Personnel Responsible for LEP Students, a pocket digest of education statistics relating to LEP students, and a set of graphic displays of the nation's LEP student population.

ED exercised and the SIAC completed three Year Three Task Orders. These included a written focus group on The Uses of Communications Technology for Language Proficiency Assessment and Academic Assessment, a special issues paper on state performance standards and assessments and their relation to LEP students, and a set of graphic displays illustrating the LEP populations in the federal regions served by the new comprehensive technical assistance centers.

This Annual Report consists of seven volumes, which include the overview report on the SIAC activities in Year Three plus six additional volumes. These volumes present copies of selected reports submitted to OBEMLA by the SIAC in the past year, including copies of all task order reports submitted. The contents of each volume are outlined below:

Volume I: Overview of SIAC activities in Year Three;

Volume II: Copies of Short Turnaround Reports (STRs) based on analyses of Title VII application data and other data related to LEP students;

Volume III: SEA Report/Task 7

Volume IV: Task Order D120 Report: "Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students," and Task Order D130 Report: "Focus Group Report on Research Designs for Measuring Institutional Affecting the Education of LEP Students."

Volume V: Task Order D100 Report: "An Analysis of Language Minority and Limited English Proficient Students from NELS:88" and Task Order D150 Report "An Analysis of Educational Services for Language Minority and Limited English Proficient Early Elementary School Students Based on Prospects: The Congressionally Mandated Study of Compensatory Education"

Volume VI: Task Order D170 Report: "Recommendations on Student Outcome Variables for Limited English Proficient Students" and Task Order D190 Report: "The Uses of Communication Technology for Language Proficiency and Academic Assessment."

Volume VII: Task Order D160 Report: "State Certification Requirements for Teachers of Limited English Proficient Students" and Task Order D210 Report: "Inclusion of Limited English Proficient Students in State Performance Standards and Assessements."

I. INTRODUCTION

The third year of the Special Issues Analysis Center, a technical support center for the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), has been characterized by a focus on activities related to implementation of the new Improving America's Schools Act (IASA), and of Title VII programs under that Act. Instructional reform, development of national standards, and examination of assessment, among other issues, have been important concerns among educators, policy-makers, and communities. These concerns have formed the context for much of the work assigned to the SIAC in Year Three.

Implementation of the IASA has required the Department of Education and OBEMLA staff to provide information documenting Title VII program activities and services, and also information on LEP student populations nationwide. Over the past year, many of the SIAC activities were carried out in support of this effort, and the Task 4 Short Turnaround Reports proved to be useful mechanisms for responding to information requests. In addition, certain Task and Task Order reports were designed to assist in the process by providing information related to the new programs.

The main activities of the SIAC in Year Three have been the following:

- Developing a database of funded and nonfunded Title VII grant applications and providing summary reports;
- Developing a Title VII Demonstration Database to allow OBEMLA to quickly and easily retrieve information about its grant programs;
- Providing a review of OBEMLA data collection systems and making recommendations concerning the design of an improved evaluation and accountability system;
- Aggregating, analyzing, and reporting on findings from the SEA Grant Program Annual Survey Reports;
- Producing reports on a short-turnaround basis that respond to OBEMLA's needs for summaries and analyses of information related to Title VII programs;
- Developing a comprehensive OBEMLA Historical Database; and
- Carrying out Task Orders to address specific information needs, through literature reviews, focus groups, written focus groups, graphic displays of data, special issues reports, and special analyses of extant databases relevant to LEP students.

The purpose of this Annual Report is to provide an overview of the work accomplished by the SIAC in Year Three, noting issues that were addressed and products that were provided to OBEMLA.

II. REVIEW OF TASK ACCOMPLISHMENTS FOR YEAR THREE

In this section, we provide a discussion by task of the work accomplished and reports submitted in this year.

TASK 1: Update the Baseline Management Plan

Purpose of the Task

The purpose of this task was to update the general management plan for the contract in conjunction with the COTR.

Activities

A meeting was held with the COTR and CO on October 12, 1993 for the purpose of reviewing the tasks to be completed and agreeing upon the schedule for Year 3 tasks. A revised baseline management plan was submitted on October 14th; this updated plan incorporated a revision of deliverables dates to adjust for expected delays in receipt of certain data.

A number of issues related to the content of the Year 3 work were discussed in the October meeting. On Task 2 (Abstract and Report Information from Annual Funded and NonFunded Title VII Grants Applications), it was agreed that the SIAC would go to the Grants Office to pick up FY94 application copies if they were not available from OBEMLA. On Task 2.5 (Verification of Grantee Information), the SIAC indicated that all efforts would be made to submit the Task 2.5 Forms Clearance Package by early-November, rather than the later due date specified in the contract. The SIAC will also provide a copy of the verification database as a contract deliverable.

On Task 3 (Investigate and Report on OBEMLA Data Collection Practices and Develop an Electronic Database Management System), we discussed developing a variety of products which we thought might be useful to OBEMLA Project Officers. We agreed to provide lists of FY94 projects and profiles of individual projects for specific Project Officers. We also agreed to complete the third of three reports on OBEMLA's information needs.

On Task 4 (Short Turnaround Reports), we agreed that with the COTR's approval, that other OBEMLA staff members could contact the SIAC directly to explain their information requests.

Relevant to Task 5, we requested a contract modification indicating the change in requirements for Year Two. We also suggested a range of possible activities for Year Three, including reviewing evaluation reports and developing revised versions of application cover sheets. The COTR indicated that a scope of work for this task would be developed at a later time.

On Task 7 (SEA Annual Report), the SIAC requested pick-up of SEA reports by the middle of February. We then wanted t_ contact states to follow-up and resolve issues. This approach was agreed to by the COTR, assuming that the Project Officer for these grants was notified of the states to be contacted.

In the last portion of the meeting, dates and further specifications for the delivery of products were reviewed for ongoing Task Orders.

Products

Updated Baseline Management Plan — Submitted Oct. 14, 1994

TASK 2: Abstract and Report Information from Annual Funded and NonFunded Title VII Grants Applications

Subtask 2.1: Abstract and Organize Title VII Grant Application Information

Purpose of the Task

The purpose of this task is to create a database of funded and nonfunded Title VII application data, including data reported on the student data sheets and participant data sheets where these are submitted by applicants to specific programs.

Activities

Accessing application copies for data entry. The SIAC worked with the COTR to (1) obtain a new download of the GCMS file; (2) obtain copies of the applications; (3) identify, access and make copies of applications for which no copies had been received; and (4) clarify the status of certain applications that did not appear to be valid applications in FY94. The activities involved in obtaining the necessary copies of the applications to be included in the database involved considerable cooperation from OBEMLA staff. For example, lists of missing applications were forwarded to OBEMLA, and SIAC staff later visited OBEMLA to obtain and copy the needed applications. These activities continued until the middle of February. At that point, a complete set of funded application copies, and a large proportion of the nonfunded application copies had been accessed by the SIAC; the database was considered to be closed.

Thus, in the third year of work on this task, there were continued problems in accessing the copies needed for data entry. In some respects, the effort this year went more smoothly, and more of the applications were available. However, problems with cover sheets missing and the continuing need to identify, access, and copy applications extended the time required and the level of effort on this task.

"Cleaning" of the GCMS database. The GCMS file on Title VII applications in each year must be reviewed and modified in order to obtain an accurate final file. This file is essential for identifying the applications to be included in the Task 2 data entry and reporting. In addition, this final "cleaned" GCMS is important for reporting to OBEMLA on number of funded and nonfunded applications and funding by program in each year. In particular, prior to the completion of the Task 2 application database, the GCMS is the only data file containing this information. The SIAC therefore places considerable priority on taking steps early to create a final GCMS file of Title VII applications and funding. These steps include deletion of invalid hold-over records from the prior year, correction of project identification data, and combination of multiple records for individual applications/projects. These steps are important also to ensure that a corrected GCMS file is available for Task 4 Short Turnaround Reports.

Cleaning and verifying the application database. As applications were accessed for data entry, the application data were coded, abstracted from the forms, and entered in the funded and nonfunded application database. A data entry codebook, and transcription sheet were created for applications with student data sheets; a separate codebook and transcription sheet were created for applications with participant data sheets.

Subtask 2.2: Analyze and Report on Title VII Nonfunded Application Information

Purpose of the Task

The purpose of this task is to provide a report focused on data from nonfunded applications.

Activities

After the closing of the FY94 application database, work on editing the file, conducting analyses, and developing report tables began. In the case of the nonfunded applications, a number of those expected were not available for entry into the application database. The analyses were carried out on those applications that were available and had been entered. The report on nonfunded applications therefore begins with a table showing the number of nonfunded applications expected and the number included in the database for each program category.

Data analysis and report writing activities occurred in the months of May and June. The draft report was submitted to OBEMLA on June 12, and the final report was submitted on July 3.

Products

Summary of FY94 Title VII Nonfunded Grant Applications (Draft)	Submitted June 12, 1995
Summary of FY94 Title VII Nonfunded Grant Applications (Final)	Submitted July 3, 1995

Subtask 2.3: Analyze and Report on Title VII Funded Application Information

Purpose of the Task

The purpose of this task is to provide a report focused on data from funded applications based on the Title VII database.

Activities

The analyses of FY94 funded application data were carried out in May, after all applications had been accessed and the database completed. The draft report on funded applications was submitted on May 31. The final report was submitted on June 27.

Products

Summary of FY94 Title VII Funded Grant Applications (Draft)	Submitted May 31, 1995
Summary of FY94 Title VII Funded Grant Applications (Final)	Submitted June 27, 1995

Subtask 2.4: Add Abstracted Title VII Information to the Modified Grant and Contract System (GCMS)

Purpose of the Task

The data abstracted from Title VII applications are to be added to the GCMS database to create a modified GCMS that contains fields required by statute and regulation, including the student and participant data sheet information provided by applicants.

Activities

The GCMS was used as the basis in creating the Title VII database, in that project identification information from the GCMS was used as the means of ensuring that all applications had been received and entered. For those applications for which there were no application copies available (primarily nonfunded applications), the GCMS provided the

only source of data. The application data was combined with the basic GCMS data to create the merged databases: the project level database and the school-level database. The final project level database also included summary variables on the project level file for data entered in the school file.

Products

Title VII Application Database
(with GCMS information) — Submitted May 25, 1995

Subtask 2.5: Verification of Grantee Information

Purpose of the Task

In this task, telephone interviews are conducted with project directors of all funded Title VII Part A and Part C projects in order to verify and update information provided on the applications.

Activities

In the fall of Year Three, we developed and submitted draft and final OMB Forms Clearance Packages, and prepared for the conduct of interviews with project directors. We received clearance to conduct the survey on May 15. Letters to project directors were sent out immediately. Interviewer training was conducted on May 22, and survey calls began on May 23. Calls continued until the first week of August, at which point we closed data collection so that the report could be completed by the end of the contract period.

Coding, data entry, and computer editing were performed in August. Data analyses and preparation of draft and final versions of the Task 2.5 report and database were completed in September.

Products

Request for OMB Forms Clearance with Supporting Statement
For: Verification of Title VII FY94 Funded Project
Grant Applications (Draft) — Submitted Nov. 14, 1994

Request for OMB Forms Clearance with Supporting Statement
For: Verification of Title VII FY94 Funded Project
Grant Applications (Final) — Submitted Dec. 12, 1994

Draft Verification Report - Title VII Part A
and Part C Projects: Students and Participants
Served in 1993-94 — Submitted Sept. 20, 1995

TASK 3: Investigate, Review, and Report on OBEMLA Data Collection Practices and Develop an Electronic Database Management System for Title VII Programs

Purpose of the Task

The purpose of this task was to investigate the current data collection practices within OBEMLA and to design a database management system to support OBEMLA in carrying out its management and policy-related responsibilities.

Activities

In this year, further progress in the development of a database management system was carried out through several distinct efforts.

Report Series on Information Systems and Database Management Systems. In Year Two, the SIAC submitted the first two of a series of three reports on information and data management systems for OBEMLA. The three reports were focused on, respectively, recommendations for the near future (next six months), recommendations for the intermediate future (6-18 months), and recommendations for the longer term (beyond 18 months). The third report of the series was submitted in December of Year Three.

Resource Binders for OBEMLA Project Officers. In Year Three, the SIAC prepared resource binders containing information from the corrected FY94 Title VII GCMS file. These binders included lists of projects, project profiles, and selected summary tables. These binders were delivered at a meeting with OBEMLA staff, and their contents were explained. As a result of this meeting, additional summary tables were prepared and provided to OBEMLA staff.

Title VII Demonstration Database. In the spring of Year Three, the SIAC developed a user-friendly database which could be used to show and print lists of FY94 Title VII projects, profiles of individual projects, and selected summary tables. The purposes of this database were to provide a useful resource to OBEMLA and to illustrate the potential for database applications. The Title VII Demonstration Database, documentation, a User's Manual, and a User's Guide were delivered to OBEMLA in June, and an in-person demonstration of the database was provided to selected OBEMLA staff members.

Products

Listing and Summaries of FY94 Title VII Projects	Submitted November, 1994
OBEMLA Information Needs for Grant Programs: Report #3: Recommendations for the Longer Term	Submitted Dec. 13, 1994
Title VII Demonstration Database with Documentation, User's Manual, and User's Guide	Submitted June 23, 1995
Task 3 Annual Report for Year 2 (Draft)	Submitted Aug. 30, 1995
Task 3 Annual Report for Year 2 (Final)	Submitted Sept. 26, 1995

TASK 4: Short Turnaround Reports

Purpose of the Task

Through this task, OBEMLA has access to analyses of the Title VII application database on a rapid turnaround, as-needed basis. In addition, as part of this task, the SIAC has been working with historical data that are available to develop a complete and comprehensive Title VII Historical Database for the years 1969-94.

Activities

Short Turnaround Reports. As of the end of Year Three, 70 Short Turnaround Reports have been submitted to OBEMLA. As in previous years, the GCMS file provided a first source of reports to OBEMLA on current year projects. In order to use this file for reports to OBEMLA, a series of cleaning and revision steps was carried out. In addition, STRs were developed based on the FY93 and FY94 application databases to provide information to OBEMLA on the students, participants, language groups, schools, etc. that were projected to be served in the funded and nonfunded applications. Where appropriate, other sources of data, such as the SEA database and the data from the Descriptive Study of Services for LEP Students (Development Associates, 1993) were also used. Several of the requests were for data to be provided as soon as possible; the SIAC was able to provide responses within the same day, and in some cases, within a few hours.

Short Turnaround Report Databases. As an additional component of the work on this task, the SIAC has been requested to provide OBEMLA with new datasets or other products. For example, the SIAC produced a nonduplicated list of Title VII funded and nonfunded applicants and mailing labels as a Task 4 product. SIAC staff developed a cross-year merged file of funded and nonfunded applicants, identified duplicate entries, and deleted all but the most recent entry for each case of multiple records. The final list was formatted for labels, and label sheets for mailing were produced. Copies of the label pages are available for use at a later point in developing additional label sets.

The Title VII Historical Database. Our review of the 1969-90 retrospective database provided to the SIAC at the beginning of the contract uncovered problems with the data. Following discussions with the Project Officer and the Contracts Officer, we therefore proposed to develop a new database which: (1) included records from FY91 to FY94; (2) included records for program categories not in the previous database; (3) included a consistent CFDA code; and (4) included identification codes which consistently identified specific grantees.

In Year Three, the Title VII Historical Database was completed. The database includes 19,175 records of grants within local education, training, and SEA programs. It does not include grants and contracts for technical assistance programs such as Multifunctional Resource Centers, Evaluation Assistance Centers, etc. The Title VII Historical Database with accompanying documentation was delivered in June. A total of four special reports using information from the Historical Database will be provided.

Products

A full set of the Short Turnaround Reports # 42 - 70 provided to OBEMLA in Year Three is included in Volume II of this annual report.

Title VII Historical Database with documentation	Submitted June 8, 1995
Title VII Grants in the Period From FY86 to FY94	Submitted June 8, 1995
A History of the Title VII Grants From FY69 to FY94	Submitted Sept. 7, 1995
Title VII Funding Histories of States From FY69 to FY94	Submitted Sept. 18, 1995
Numbers and Types of Organizations Receiving Title VII Grants From FY69 to FY94	Submitted Sept. 29, 1995

TASK 5: Program Accountability Improvements

Purpose of the Task

The purpose of this task is to support the overall effort within ED toward greater accountability for programs. According to the SIAC contract, in each year of the contract, two programs are to be nominated by OBEMLA for review by the SIAC.

Activities

In this year, OBEMLA determined that activities other than review of two programs would be most useful. Therefore, it was determined that a change in the statement of work on this

task should be made. On December 23, 1994, ED provided a new statement of work for this task which involved: (1) reviewing the Developmental Bilingual Education Data Collection and Evaluation System (DBEDCES) to adapt the system for new grantees; and (2) reviewing evaluation reports from DBE projects to assess the use of the DBEDCES for program improvement purposes. In addition, we agreed with OBEMLA to review 15 evaluation reports from the Special Alternative Instructional Program, to review our previous report on Title VII evaluation ("Serving Different Masters: Title VII Evaluation Practice and Policy"), to interview selected OBEMLA and EAC staff, and to review the requirements under the new legislation.

We conducted these various activities in the spring and summer of Year Three, and created a draft Task 5 report in July. We created a final version of the Task 5 report in August.

Products

The Title VII Evaluation System: A Review with Recommendations for the Future (Draft)	Submitted July 7, 1995
The Title VII Evaluation System: A Review with Recommendations for the Future (Final)	Submitted August 15, 1995

TASK 7: Aggregate, Analyze, and Report on Title VII SEA Grant Program Annual Reports

Purpose of the Task

The purpose of this task is to provide OBEMLA with a summary, synthesis, and analysis of the data provided by states in the SEA Annual Survey Reports.

Activities

Work on this task was expected to begin in mid-February, after the SEA Survey Reports were received by OBEMLA at the end of January. However, the first set of SEA reports was not received for processing until mid-June, and not all of the reports were received until July. In July, we identified problems with data (e.g., inconsistency in data across years, missing data), and began contacting SEAs directly for clarification or correction of the data. The database was finalized in August, and work on the draft report was begun immediately thereafter.

Products

Draft Report on SEA Annual Survey Reports	Submitted Sept. 18, 1995
Final Report on SEA Annual Survey Reports	Submitted Sept. 27, 1995

TASK 8: Disposition of Database

Purpose of the Task

This task involves the submission of the final Title VII application database, on disk and in hard copy, with documentation, in dBase format.

Activities

The final application database consisted of two files: a project summary file and a school-level file. The project summary file provides project level data on students/participants, most common languages, and funding, and includes summary variables that are created based on the school-level data. The school summary file includes school level data based on those Part A project applications that are required to submit school data within their applications. This deliverable was combined with the Task 2.4 deliverable as one product.

Products

Final Database and Documentation — Submitted May 25, 1994

TASK 9: Task Order Coordination

In Year Three, work was carried out for eight of the nine continuing Year Two Task Orders and for three newly exercised Year Three Task Orders.

Year Two Continuing Task Orders

TASK ORDER D100: An Analysis of Language Minority and Limited English-Proficient Students from NELS:88 Second Follow-Up Studies

Purpose of the Task Order

The purpose of this task order was to continue analytic work begun in Task Order D060 on the characteristics of language minority and LEP students within the NELS:88 database. Using the operational definitions developed through that Task Order, this task order used the NELS:88 base year, first follow-up and second follow-up data to examine characteristics of eighth, tenth, and twelfth graders, drop-outs, and "ineligibles" identified as language minority and limited English proficient. Key research issues were examined utilizing these data, including data on language proficiency, academic course loads, achievement, teacher expectations, and student aspirations.

Activities

Activities on this task order were delayed due to revisions of the release date for the needed NELS data. We requested a no-cost extension on this task order until four months following the date of receipt of the data by the SIAC.

The final data files for this task order were made available in March. Analyses of the data, creation of data tables, and report writing were completed in the following four months. The final report on this task order was delivered in August.

Products

An Analysis of Language Minority and Limited English Proficient Students from NELS:88 — Submitted Aug. 14, 1995

TASK ORDER D120: Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students

Purpose of the Task Order

The purpose of this task order was to summarize and integrate key findings related to educational reform processes, especially those that affect LEP students. The review was to provide a summary of research findings, methodologies, and principles that could be used to guide the study of institutional change processes. In summarizing these findings, the review was to develop a research framework that included key components and variables that are expected to be useful in benchmarking and tracking institutional change.

Activities

The first activity under this task order (completed in Year Two) was to identify references to be included within the review. Input from OBEMLA, and bibliographic searches using ERIC and other resources were utilized to develop an initial set of references for the review.

In Year Three, the review process was completed, and a draft report was prepared in November. Following the submission of the draft report, a focus group of researchers was convened (Task Order 13) to discuss the findings and recommendations of the draft report, and to further make specific recommendations regarding the design of a benchmark study on the implementation of change within schools and districts serving LEP students. Both input from OBEMLA's review of the draft report and input from the focus group participants were used in making revisions to the draft. The final report was submitted in January, 1995.

Products

Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students (Draft) — Submitted Nov. 15, 1994

Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students (Final) — Submitted Jan. 5, 1995

TASK ORDER D130: Focus Group on Research Designs for Measuring Institutional Change Affecting the Education of Limited English-Proficient (LEP) Students

Purpose of the Task Order

The purpose of this task order was to obtain guidance on options for the design of a study to benchmark and track the impact of school reforms as they affect language minority and LEP student populations.

Activities

This task order was exercised as a Year Two Task Order to begin early in Year Three of the SIAC contract. A focus group of nine researchers was assembled on January 11-12, 1995 to comment on the draft Task Order 12 report and to make other recommendations concerning the design of a benchmark study of change affecting LEP students. A two-volume report on the focus group (Volume 1: Findings; Volume 2: Transcript of the Meeting) was prepared and submitted in February.

Products

Research Designs for Measuring Institutional Change Affecting the Education of Limited English Proficient Students — Submitted Feb. 24, 1995

TASK ORDER D140: **Tabular Information on the Limited English Proficient Student Population for a Pocket Digest of Education Statistics, 1994**

Purpose of the Task Order

The purpose of this task order was to develop tables of key statistics for inclusion within a "Pocket Digest" on LEP student data, modeled in format, layout, and page size on the annual NCES pocket version of its Digest of Education Statistics.

Activities

This task order was conducted from February 22, 1995 to April 22, 1994 in Year Three of the SIAC. We worked closely with OBEMLA to clarify the desired content and format of the Pocket Digest, designed the graphic presentations, created the page formats, and delivered the camera-ready product.

Products

Pocket Digest Tables and Statistics — Submitted April 22, 1995

TASK ORDER D150: **Secondary Analysis of "Prospects" Study Regarding Services to Language Minority and Limited English-Proficient Students**

Purpose of the Task Order

The purpose of this task order was to review data from the Congressionally mandated, national longitudinal study on the impact of Chapter One, the "Prospects" study. The data were to be reanalyzed and summarized with special focus on providing a comprehensive description of the nature of services provided to language minority LEP students. To the extent possible, the report was also to compare characteristics of services provided to language minority LEP students with the general findings regarding services provided to students.

Activities

This task order was exercised as a Year Two Task Order to be conducted in Year Three of the SIAC from January 23, 1995 to July 24, 1995. Due to delay in the receipt of the Prospects datasets, we requested an extension until September 18, 1995. Activities involved the analysis of data from the Prospects study, the creation of data tables, and the preparation of a report describing the results.

Products

An Analysis of Educational Services for Language Minority and Limited English Proficient Early Elementary School Students Based on Prospects: The Congressionally Mandated Study of Compensatory Education — Submitted Sept. 29, 1995

TASK ORDER D160: The Certification of Education Personnel Responsible for Limited English-Proficient Students

Purpose of the Task Order

The purpose of this task order was to update the status of certification requirements across the country, and to analyze issues related to meeting the challenge nationwide of developing personnel who are prepared to assist LEP students in meeting high academic standards.

Activities

This is a Year Two Task Order that was carried out in Year Three from February 22, 1995 to August 22, 1995. The activities involved: (1) contacting Chief State School Officers by mail to let them know about the study; (2) contacting SEA personnel responsible for LEP students by mail to request information on certification requirements for teachers of LEP students; (3) reviewing materials received from SEAs to determine what had been provided; (4) contacting SEA personnel by telephone to follow up on missing information; (5) summarizing information received from SEA mailings and telephone calls; and (6) preparing a report describing the findings.

Products

State Certification Requirements for Teachers of Limited English Proficient Students — Submitted August 22, 1995

TASK ORDER D170: A Written Focus Group Approach to Provide Recommendations on Student Outcome Variables for LEP Students

Purpose of the Task Order

The purpose of this task order was to gather recommendations and comments concerning outcome variables for LEP students which are appropriate for the national benchmark study and for other studies involving LEP students.

Activities

The is a Year Two task order that was carried out by the SIAC in Year Three from February 1, 1995 to April 26, 1995. A set of written question was sent to four panelists in February. These questions concerned outcome measures which should be used with LEP students and specific data collection and analytic approaches which should be employed in using those measures. A report was prepared which summarized the panelists comments and which included a full transcript of their written comments.

Products

Recommendations on Student Outcome Variables for Limited English Proficient (LEP) Students — Submitted May 5, 1995

TASK ORDER D180: Graphic Display of the Nation's Limited English Proficient Student Population

Purpose of the Task Order

The purpose of this task order was to create graphic displays and fact sheets that display the data available on the nation's LEP population or Title VII programs.

Activities

This is a Year Two task order that was carried out by the SIAC in Year Three from May 12, 1995 to July 18, 1995. Data from the FY94 Application Databases were used to create four graphic displays of data relating to Title VII and the LEP student population. The products were four large (3' by 4') color displays, plus small (8 1/2" by 11") copies of the same displays.

Products

Four Large Graphic Displays plus smaller copies — Submitted July 18, 1995

Year Three Task Orders

TASK ORDER D190: **The Uses of Communication Technology for Language Proficiency and Academic Assessment**

Purpose of the Task Order

The purpose of this task order was to solicit recommendations concerning how communications technology could be used in order to improve language proficiency and academic assessment of LEP students.

Activities

A set of written question was sent to four panelists. These questions concerned their experiences with, the potential of, the limits of, and the implications of various communications technologies for the language proficiency and academic assessment of LEP students. A report was prepared which summarized the panelists comments and which included a full transcript of their written comments.

Products

The Uses of Communication Technology for Language Proficiency and Academic Assessment — Submitted July 3, 1995

TASK ORDER D200: **Graphic Display of the Nation's Limited English-Proficient Student Population**

Purpose of the Task Order

The purpose of this task order was to develop graphic displays which described the LEP student population and programs serving them in each of the fifteen Comprehensive Regional Assistance Center Regions.

Activities

This task order involved taking data from the 1993-94 SEA Program Survey of States' LEP Persons and Available Education Services, as well as data from FY93 Title VII applications, and generating displays of that information for each of the fifteen Comprehensive Regional Assistance Center Regions. For each region, data from each state on total enrollment, total LEP enrollment, and number of LEP students in various programs (Title VII, Title I, Special Education, etc.) were shown in 8 1/2" by 11" color displays. In addition, one national display of total enrollment and LEP enrollment in each region was developed.

Products

Graphic Displays — Submitted Sept. 26, 1995

TASK ORDER D210: The Development of State Performance Standards in States Receiving Funding From Goals 2000 Program

Purpose of the Task Order

The purpose of this task order was to determine the status of state performance standards and assessments and how those standards and assessments are being applied to LEP students.

Activities

The activities for this task order involved: (1) contacting Chief State School Officers by mail to let them know about the study; (2) contacting SEA personnel responsible for LEP students by mail to request information on state standards and assessments and how they relate to LEP students; (3) reviewing materials received from SEAs to determine what had been provided; (4) contacting SEA personnel by telephone to follow up on missing information; (5) summarizing information received from SEA mailings and telephone calls; and (6) preparing a report describing the findings.

Products

Inclusion of Limited English Proficient Students in State Performance Standards and Assessments — Submitted Sept. 29, 1995

APPENDIX A:

List of SIAC Deliverables

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 1)

Task/ Task Order	Report Title	Date Delivered
T1	**Updated Baseline Management Plan: Year One**	10-16-92
T1	**Updated Baseline Management Plan: Year Two**	10-15-93
T1	**Updated Baseline Management Plan: Year Three**	10-17-94
T2.2	**Summary of Nonfunded FY92 Part A and Part C Title VII Grant Applications (Draft)**	09-15-93
T2.2	**Summary of Nonfunded FY92 Part A and Part C Title VII Grant Applications (Final)**	10-01-93
	This report on FY92 nonfunded applicants provides data on proposed projects, students, number of schools, language groups to be served.	
T2.2	**Summary of Nonfunded FY93 Part A and Part C Title VII Grant Applications (Draft)**	07-13-94
T2.2	**Summary of Nonfunded FY93 Part A and Part C Title VII Grant Applications (Final)**	09-20-94
	This report on FY93 nonfunded applicants provides data on proposed projects, students, number of schools, language groups to be served.	
T2.2	**Summary of Nonfunded FY94 Part A and Part C Title VII Grant Applications (Draft)**	05-15-95
T2.2	**Summary of Nonfunded FY94 Part A and Part C Title VII Grant Applications (Final)**	06-19-95
	This report on FY94 nonfunded applicants provides data on proposed projects, students, number of schools, language groups to be served.	
T2.3	**Summary of Funded FY92 Part A and Part C Title VII Grant Applications (Draft)**	08-12-93
T2.3	**Summary of Funded FY92 Part A and Part C Title VII Grant Applications (Final)**	11-30-93
	This report on FY92 grantees provides data on projects, students, number of schools, language groups served, and funding.	
T2.3	**Summary of Funded FY93 Part A and Part C Title VII Grant Applications (Draft)**	07-13-94
T2.3	**Summary of Funded FY93 Part A and Part C Title VII Grant Applications (Final)**	09-20-94
	This report on FY93 grantees provides data on projects, students, number of schools, language groups served, and funding.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 2)

Task/ Task Order	Report Title	Date Delivered
T2.3	**Summary of Funded FY94 Part A and Part C Title VII Grant Applications (Draft)**	05-15-95
T2.3	**Summary of Funded FY94 Part A and Part C Title VII Grant Applications (Final)**	06-19-95
	This report on FY94 grantees provides data on projects, students, number of schools, language groups served, and funding.	
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY92 Funded Project Grant Applications (Draft)**	12-28-92
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY92 Funded Project Grant Applications (Final)**	01-15-93
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY92 Funded Project Grant Applications (Revised Final)**	03-04-93
	This document identifies and justifies items to be included in telephone interviews with FY92 Title VII project directors to update project data based on 1992-93 project year.	
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY93 Funded Project Grant Applications (Draft)**	11-12-93
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY93 Funded Project Grant Applications (Final)**	12-28-93
	This document identifies and justifies items to be included in telephone interviews with FY93 Title VII project directors to update project data based on 1993-94 project year.	
T2.5	**Draft Verification Report - Title VII Part A and Part C Projects: Students and Participants Served in 1992-93 (Draft)**	12-20-93
T2.5	**Task 2.5 Verification Report - Title VII Part A and Part C Projects: Students and Participants Served in 1992-93 (Final)**	01-31-94
	This report provides updated data from telephone interviews with FY92 Title VII project directors on students, participants, schools, language groups served in the 1992-1993 project year.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 3)

Task/ Task Order	Report Title	Date Delivered
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY94 Funded Project Grant Applications (Draft)**	11-05-94
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY94 Funded Project Grant Applications (Final)**	12-15-94
	This document identifies and justifies items to be included in telephone interviews with FY93 Title VII project directors to update project data based on 1993-94 project year.	
T2.5	**Draft Verification Report - Title VII Part A and Part C Projects: Students and Participants Served in 1994-95 (Draft)**	09-20-95
T2.5	**Task 2.5 Verification Report - Title VII Part A and Part C Projects: Students and Participants Served in 1994-95 (Final)**	09-27-95
	This report provides updated data from telephone interviews with FY94 Title VII project directors on students, participants, schools, and language groups served in the 1994-95 project year.	
T3	**A Proposed OBEMLA Database Management System: Current Data Collection Practices and A Proposed System for Database Management and Reporting**	09-14-93
	This report presents results of interviews with OBEMLA staff and review of OBEMLA information systems; it identifies areas of need and makes recommendations regarding the design of a database and information management systems.	
T3	**Report Memorandum: Review of Database Systems Outside of OBEMLA**	02-01-94
	As a follow-up to the earlier report, this report summarizes the results of interviews with other agencies within the Department of Education and organizations outside of the Department regarding the nature and structure of the database systems used. Implications for the design of a system for OBEMLA are discussed.	
T3	**OBEMLA Information Needs for Grant Programs: Report #1: Recommendations for the Near Future**	07-07-94

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 4)

Task/ Task Order	Report Title	Date Delivered
T3	**OBEMLA Information Needs for Grant Programs: Report #2: Recommendations for the Intermediate Future**	09-09-94
T3	**OBEMLA Information Needs for Grant Programs: Report #3: Recommendations for the Longer Term**	12-13-94
	This series of three reports provides specific recommendations for improvements to the OBEMLA information management system.	
T3	**Issue Paper: The Roles of OBEMLA Staff and Technical Assistance Contractor in Developing, Maintaining, and Using Information Resources**	08-31-94
	This paper discusses possible roles for OBEMLA staff and a technical assistance contractor in developing and maintaining information resources for Title VII programs.	
T3	**Development of an OBEMLA Database Management System**	09-02-94
	This paper describes options for the development of an OBEMLA database management system.	
T3	**Summary Report on Year Two Activities: Development of an OBEMLA Database Management System**	09-27-94
	This report summarizes SIAC activities under Task 3 during the second year of the contract.	
T3	**Listing and Summaries of FY94 Title VII Projects (Resource Binders)**	11-94
T3	**Draft Report on Development of OBEMLA Database System**	08-30-95
T3	**Final Report on Development of OBEMLA Database System**	09-26-95
	This report summarizes SIAC activities under Task 3 during the third year of the contract.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 5)

Task/ Task Order	Report Title	Date Delivered
T4	**Short Turnaround Reports**	
	STR 1 Overview of FY91 Part A and Part C Title VII Grant Applications	04-08-93
	STR 2 FY92 Title VII Grants in California	04-08-93
	STR 3 Title VII Projects Within MRC #13 Region	04-29-93
	STR 4 Overview of FY91 Part A and Part C Title VII Grant Applications (Supersedes STR 1)	06-04-93
	STR 5 Number of LEP Students Receiving Instruction in their Native Language	06-30-93
	STR 6 Number of Districts and Students Eligible for the Emergency Immigrant Education Program Under Various Eligibility Assumptions	07-01-93
	STR 7 LEP Student Enrollment for 1991-92 by State and Grade Level	05-19-93
	STR 8 Overview of 1992 Part A and Part C Title VII Grant Applications	07-22-93
	STR 9 1992 Title VII Funds for Private Schools and Private Grantees	07-22-93
	STR 10 Summary Description of FY92 Title VII, Part A Grants	07-30-93
	STR 11 Language Groups of Students Served by 1992 Title VII, Part A Projects	08-11-93
	STR 12 FY92 Transitional Bilingual Education Program: Projects and Students	08-20-93
	STR 13 Characteristics of FY92 Title VII Grants: Program, Funding, Participant, and Language	08-23-93
	STR 14 1992 Title VII Funds for Private Schools and Private Grantees (Supersedes STR 9)	08-30-93
	STR 15 1992 Title VII, Part A Projects Serving Native American Students	09-08-93
	STR 16 Overview of FY92 Part A and Part C Title VII Grant Applications (Supersedes STR 8)	09-29-93
	STR 17 Review of FY69-90 Title VII Database	09-29-93
	STR 18 FY92 Title VII Part A Programs Serving Specific Language Groups	10-26-93
	STR 19 Estimates of LEP Students Served by Grade	10-27-93
	STR 20 Individual Listing by State of Title VII Part A and Part C Projects	12-06-93
	STR 21 LEP Student Enrollment and Participation in Title VII Part A Programs by State	12-14-93
	STR 22 Total Obligated Funds by Program and State: FY92 Title VII Programs	12-15-93
	STR 23 Students, Participants and Most Common Languages: FY92 Title VII Programs	01-11-94
	STR 24 Title VII Services to Native American Students: FY92 Title VII Part A Programs	01-14-94
	STR 25 Number of Projects Serving Specific Grade Ranges: FY92 Title VII Part A Programs	01-24-94
	STR 26 Low Income Students Served: FY92 Title VII Part A Programs	02-01-94
	STR 27 Projections of the Numbers of Students and Participants Served: FY92 Title VII Part A and Part C Programs	02-07-94
	STR 28 FY92 Total Obligated Amount Per Student for Title VII Part A Programs	02-10-94
	STR 29 Overview of Obligated Funding: FY93 Title VII Part A and Part C Programs (Final)	02-10-94

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 6)

Task/ Task Order	Report Title	Date Delivered
STR 30	LEP Students Served by Regular and Special Priority Programs: FY92 Title VII Part A Programs	03-16-94
STR 31	Listing of Projects in the District of Columbia, Virginia, and Maryland: FY93 Title VII Part A Programs	04-28-94
STR 32	Overview of FY93 Title VII Part A and Part C Grant Applications	05-10-94
STR 33	Degrees Sought and Working Status of Fellows: FY92 Title VII Fellowship Program (Final)	06-02-94
STR 34	The Size of School Districts Receiving Funding Under Title VII: FY92 Title VII Part A Programs	05-31-94
STR 35	FY93 Title VII Fellowship Program: Locations of Projects With Specific Area of Specialization	06-20-94
STR 36	Place of Birth and Length of Residence of LEP Students by Title VII Status	07-19-94
STR 37	FY92 Title VII TBE, DBE and SAIP Projects by State and Program Type	08-09-94
STR 38	FY93 Title VII TBE, DBE and SAIP Projects by State and Program Type	08-09-94
STR 39	Number of Projects and Funding Amount by State and Program Type: FY93 Title VII Part A and Part C Programs	08-15-94
STR 40	Figures Showing the Place of Birth and Length of Residence of LEP Students by Title VII Status	08-25-94
STR 41	FY93 Title VII Listings: State Education Agency (SEA) Grantees and Part A Projects by State and Program Type	08-29-94
STR 42	Listing of FY93 Title VII Part A Projects Serving Grades 9-12	11-10-94
STR 43	Title VII Services to Native American Students: FY93 Title VII Part A Programs	11-16-94
STR 44	Grade Levels Served by Projects Serving Grades 9-12: FY91-FY93 Title VII Part A Programs	11-22-94
STR 45	FY94 Title VII Projects by Program and Year of Initial Funding	11-22-94
STR 46	Characteristics of Youth Ages 16-24 Enrolled in Adult Education Programs	12-05-94
STR 47	Projected Number of Schools and Districts Eligible for FY95 Title VII Grants	12-12-94
STR 48	Number of Projects and Funding Amount by State and Program Type: FY94 Title VII Part A and Part C Programs	01-25-95
STR 49	Overview of Obligated Funding: FY94 Title VII Part A and Part C Programs	02-06-95
STR 50	Obligated Funding Compared to the Total Number of Students in States: FY94 Title VII Programs	03-01-95
STR 51	Obligated Funds by State: FY94 Title VII Part A and Part C Programs	03-08-95
STR 52	Summary of Projects and Students Served by Language Groups: FY93 Title VII Part A Programs	03-09-95
STR 53	Overview of FY94 Title VII Part A and Part C Grant Applications	03-15-95
STR 54	Number of Students Served by Program Type and State: FY93 Title VII Part A Programs	04-06-95
STR 55	Number of LEP Students in Four Language Categories: FY93 Title VII Part A Programs	04-10-95
STR 56	FY93 Title VII Projects Serving LEP Students in the Following Language Groups: Czech, Serbo-Croatian, and Slovak	04-21-95

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
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Task/ Task Order	Report Title	Date Delivered
	STR 57 Number of LEP Students Served in the Most Common Language Groups: FY93 Title VII Part A Programs	05-05-95
	STR 58 Obligated Funding Per Student: FY93 Title VII Part A Programs	05-08-95
	STR 59 Number of Projects and Funding by Year of Initial Funding: FY94 Title VII Programs	06-06-95
	STR 60 Number of Projects Serving Specific Language Groups: FY93 Title VII Programs	07-10-95
	STR 61 FY94 Title VII Part A Projects Serving Students in Pre-Kindergarten	07-25-95
	STR 62 Title VII Services to Native American Students: FY94 Title VII Part A Programs	07-31-95
	STR 63 Obligated Funding Per Student: FY94 Title VII Part A Programs	08-01-95
	STR 64 Number of Students and Participants Served: FY94 Title VII Part A and Part C	08-01-95
	STR 65 Summary Projects and studnets Served by Language Groups: FY94 Title VII Part A Programs	08-04-95
	STR 66 FY94 Grantees Eligible for Funding in FY95	08-25-95
	STR 67 Number and Percentage of LEP Students in Comprehensive Regional Center Regions	09-01-95
	STR 68 Number of LEP Students in Four Language Categories: FY94 Title VII Part A Programs	09-01-95
	STR 69 Number of LEP Students Served in the Most Common Language Groups: FY94 Title VII Part A Programs	09-08-95
	STR 70 Number of Projects Serving Specific Language Groups: FY94 Title VII Programs	09-08-95
T4	Title VII Historical Report Series	
	Report #1: Title VII Grants in the Period From FY86 to FY94	06-01-95
	Report #2: A History of Title VII Grants From FY69 to FY94	09-07-95
	Report #3: Title VII Funding Histories of States From FY69 to FY94	09-18-95
	Report #4: Numbers and Types of Organizations Receiving Title VII Grants From FY69 to FY94	09-29-95
T5	Request For OMB Forms Clearance With Supporting Statement For: Special Alternative Instructional Program Accountability and Evaluation System (SAIP-AES) (Draft)	09-30-93
	This document provides a design for a system that includes collection of data on project students, language groups, and project activities carried out in each year of a SAIP grant. It provides draft forms for use in obtaining these data and recommendations regarding the nature of evaluation reports to be provided by grantees. Product includes the accountability and evaluation system design and draft OMB Forms Clearance Package.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 8)

Task/ Task Order	Report Title	Date Delivered
T5	**Request For OMB Forms Clearance With Supporting Statement For: Educational Personnel Training Program Accountability and Evaluation System (EPTP-ACCES) (Draft)**	10-06-93
	This document provides a design for a system that includes collection of data on project participants and project activities carried out in each year of a SAIP grant. It also provides draft forms for use in obtaining these data and recommendations regarding the nature of evaluation reports to be provided by grantees. The product includes the accountability and evaluation system design and draft OMB Forms Clearance Package.	
T5	**The Title VII Evaluation System: A Review with Recommendations for the Future (Draft)**	07-07-95
T5	**The Title VII Evaluation System: A Review with Recommendations for the Future (Final)**	08-15-95
	This document reviews current evaluation systems for Title VII and includes recommendations for new systems.	
T6	**Draft Annual Report: Year One**	09-02-93
T6	**Annual Report: Year One**	09-30-93
	This is an overview of the SIAC FY92 Activities. Volume I provides a summary of activities and recommendations for Year 2 based on Year One experience in carrying out SIAC tasks and Task Orders. Remaining volumes provide copies of Year 1 completed reports. The following are the full set of volumes for the Annual Report:	
	Volume I: Overview of FY92 Activities Volume II: Short Turnaround Reports Volume III: SEA Annual Summary Report (Draft SAIP/EPTP Accountability System) Volume IV: Task Order 1: Literature Review Volume V: Active Learning Instructional Models for Limited English Proficient (LEP) Students	

Task/ Task Order	Report Title	Date Delivered
T6	**Year Two: Draft Annual Report**	**09-02-94**
T6	**Year Two: Annual Report**	**09-30-94**

This is an overview of the SIAC FY93 Activities. Volume I provides a summary of activities and recommendations for Year 3 based on Year Two experience in carrying out SIAC tasks and Task Orders. Remaining volumes provide copies of Year 2 completed reports. The following are the full set of volumes for the Annual Report:

Volume I: Overview of FY93 Activities
Volume II: Short Turnaround Reports
Volume III: SEA Annual Summary Report
Volume IV: Task Order 3, 4, 6 Reports
Volume V: Task Order 5 Report
Volume VI: Task Order 11 Report
Volume VII: Task Order 7, 8, 9 Reports

T6	**Year Three: Draft Annual Report**	**08-30-95**
T6	**Year Three: Annual Report**	**09-29-95**

Volume I: Overview of FY94 Activities
Volume II: Short Turnaround Reports
Volume III: SEA Report/Task 7
Volume IV: Task Order 12 and 13 Reports
Volume V: Task Order 10 and 15 Reports
Volume VI: Task Order 17 and 19 Reports
Volume VII: Task Order 16 and 21 Reports

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 10)

Task/ Task Order	Report Title	Date Delivered
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1991-1992 (Draft)**	06-09-93
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1991-1992 (Final)**	08-19-93
	This report describes the results of the SEA Survey of States' Limited English Proficient Persons and Available Services for 1991-1992. The tables show state-by-state descriptions relating to students and services.	
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1992-93 (Draft)**	08-19-94
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1992-93 (Final)**	09-21-94
	This report describes the results of the SEA Survey of States' Limited English Proficient Persons and Available Services for 1992-1993. The tables show state-by-state descriptions relating to students and services.	
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1993-94 (Draft)**	09-18-95
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1993-94 (Final)**	09-27-95
	This report describes the results of the SEA Survey of States' Limited English Proficient Persons and Available Services for 1993-94. The tables show state-by-state descriptions relating to students and services.	
T9	**Proposal for Task 9 Model 8 Task Order: Professional Development Video and Materials (Final)**	09-23-94

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 11)

Task/ Task Order	Report Title	Date Delivered
TO 1	**Literature Review, Analysis and Report on Title VII and Other Federally Funded Studies FY 1980-1991**	
	Subtask 1: Study Listing Report	**04-05-93**
TO 1	**Literature Review of Federally Funded Studies Related to LEP Students - Draft Analytic Report**	**05-10-93**
TO 1	**Literature Review of Federally Funded Studies Related to LEP Students - Final Analytic Report**	**08-23-93**
	This task order provided a review of all Federally funded studies carried out from 1980-1993 that were related to limited English proficient students. A total of 106 reports/studies are listed and briefly described in the listing report; these listings were further expanded and revised and were included as an appendix to the analytic report. The analytic report presents findings related to LEP students organized in terms of student-, teacher-, instruction-, and administration-related findings; a last chapter offers a final summary and recommendations regarding future research related to the instruction of LEP students.	
TO 2	**Focus Group Report: Active Learning Instructional Models for Limited English Proficient (LEP) Students**	**07-15-93**
	This task order was designed to develop information and recommendations on "active learning" instructional models for LEP students. The topic stemmed from Ramirez et al's study that identified the lack of opportunities for LEP students to be involved within active language learning environments. A meeting of researchers was held on June 15-16, 1993. The Focus Group report is in two volumes. Volume I provides a summary of the meeting and of the findings developed out of the discussions and recommendations of the researchers. Volume II provides a transcript of the meeting.	
TO 3	**A Review and Analysis of Estimates of the LEP Student Population**	**12-01-93**
	The focus of this task order report was a review of the various estimates of LEP students, an examination of the sources of these estimates, and a review of the methodologies used to obtain the estimates. The report compares the different estimates that have been presented since 1975 and compares and discusses the differences observed.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 09/29/95
(Page 12)

Task/ Task Order	Report Title	Date Delivered
TO 4	**Task Order D040 Report: Manual for Teachers and Summary of Panel Meeting**	12-08-93
	An application developed out of the discussions in the Focus Group on Active Learning (Model 6, TO 2 above) that targets elementary and middle school mainstream teachers. This is a brief booklet entitled: "How Can I Work With the English Language Learners in My Classroom?". (A presentation of the content and format of this booklet was given as part of the OBEMLA institute at NABE 1994; attendance was approximately 70 persons and indicated keen interest in having such an information tool for use with regular classroom teachers.)	
TO 5	**Biennial Report to Congress of the Emergency Immigrant Education Act (EIEA)** **Report on the Status of the Emergency Immigrant Education Act (EIEA) Program**	11-15-93
	These two reports together comprised a report on the EIEA program. The core report to Congress focusses on students served, allocation of funds and type of activities funded. An expanded version (the second report) reviews additional data on students served, funding, program history, and discusses findings related to effective program practices.	
TO 6	**Characteristics of Secondary-School-Age Language Minority and** **Limited English Proficient Youth: Final Analytic Report**	12-15-93
	This task order developed the design and initial analyses on LEP students included within the 1988 and 1990 data collection within NCES' National Longitudinal Study (NELS:88). The goal of this report is to develop operational definitions of LM-LEP students given the data available and to carry out initial analyses of the data using these definitions to define categories of students.	
TO 7	**An Examination of Assessment of Limited English Proficient Students**	03-28-94
	This task report examined various instruments used to assess LEP students' level of English language proficiency and to assess academic achievement. The nature and types of skills assessed in each instrument were outlined, and current issues in assessment related to LEP students were presented. Recommendations regarding the assessment of LEP students are presented.	

List of SIAC Deliverables to OBEMLA:
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Task/ Task Order	Report Title	Date Delivered
TO 8	**Graphic Display in 5 parts:** This task order developed graphic displays to outline the various regions served by the MRCs, and to show via use of transparencies the location of the FY92 funded projects, with separate transparencies for Part A and Part C projects. The graphics produced were: (1) 4" x 3" Color Base Map of the 16 Multifunctional Resource Centers (2) 4" x 3" Overlay of the Location of Part A Programs (highlighting Academic Excellence projects) (3) 4" x 3" Overlay of the Location of Part C Programs (highlighting Education Personnel Training projects) (4) 18" x 24" Laminated Color Base Map (5) 8 1/2" x 11" Laminated Color Base Map	**11-08-93**
TO 9	**Graphic Display in 2 parts:** This task order developed four large displays indicating LEP student concentrations and Title VII funding. The graphics produced were: (1) Four 4" x 3" display: Students and Funding for Title VII Part A and Part C Programs (2) 8 1/2" x 11" handouts: Students/Participants and Funding for Title VII Part A and Part C Programs	**11-15-93**
TO 10	**An Analysis of Language Minority and Limited English Proficient Students from NELS:88 Second Follow-Up Studies** This task order analyzed data from the NELS:88 data files in order to compare the characteristics and educational experiences of LEP students, other language minority students, and native English speaking students.	**08-14-95**
TO 11	**School District Master Plans for Improving Services to Limited English Proficient (LEP) Students: Focus Group Report** Volume I: Findings Volume II: Transcript of the Meeting	**09-06-94**

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Task/ Task Order	Report Title	Date Delivered
TO 12	**Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students (Draft)**	11-15-94
	Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students (Final)	01-05-95
	This literature review synthesized the literature on school change and on change relevant to LEP students. A framework for describing and analyzing change was developed.	
TO 13	**Research Designs for Measuring Institutional Change Affecting the Education of Limited English Proficient (LEP) Students: Focus Group Report**	02-24-95
	Volume I: Findings Volume II: Transcript of the Meeting	
TO 14	**Tabular Information on the Limited English Proficient Population for a Pocket Digest of Education Statistics**	04-22-95
	A camera-ready copy of a Pocket Digest for LEP student information was produced. This included figures, tables, and text.	
TO 15	**An Analysis of Educational Services for Language Minority and Limited Englsih Proficient Early Elementary School Students Based on Prospects: The Congressionally Mandated Study of Compensatory Education**	09-29-95
	This task order analyzed data from the national evaluation of Chapter 1 (the Prospects study) in order to examine the backgrounds, characteristics, and educational experiences of LEP students in Chapter 1.	
TO 16	**The Certification of Education Personnel Responsible for Limited English Proficient Students**	08-22-95
	This task order gathered and reported on information concerning state certification requirements for teachers serving LEP students.	

List of SIAC Deliverables to OBEMLA:
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Task/ Task Order	Report Title	Date Delivered
TO 17	**Recommendations on Student Outcome Variables for Limited English Proficient Students**	05-05-95
	This report summarized the findings of a written focus group commenting on student outcome measures for LEP students.	
TO 18	**Graphic Displays of Title VII Information**	07-12-95
	This task order developed four large displays indicating LEP student concentrations and Title VII funding. The graphics produced were: (1) Four 4" x 3" display: Students and Funding for Title VII Part A and Part C Programs (2) 8 1/2" x 11" handouts: Students/Participants and Funding for Title VII Part A and Part C Programs	
TO 19	**The Uses of Communications Technology for Language Proficiency and Academic Assessment**	06-26-95
	This report summarized the findings of a written focus group commenting on the possible uses of technology for assessment of language proficiency and academic achievement.	
TO 20	**Graphic Display of the Nation's Limited English-Proficient Student Population**	09-26-95
	This task order developed sixteen graphic displays illustrating the numbers of LEP students and the federal programs in which they are served for each of the 15 new Comprehensive Regional Assistance Center regions.	
TO 21	**The Development of State Performance Standards in States Receiving Funding From Goals 2000 Program**	09-29-95
	This task order gathered and reported on information concerning state performance standards and assessments and how those standards and assessments relate to LEP students.	

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APPENDIX B:

List of SIAC Databases

List of SIAC Databases:
Databases Submitted to OBEMLA as of 09/01/95
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Task/ Task Order	Database Title	Date Delivered
T2.4/T8	**FY92 Title VII Grant Application Modified GCMS Project Data File (DA92ALL.DBF) (Draft)**	07-15-93
	FY92 Title VII Grant Application Modified GCMS School Data File (DA92SCH.DBF) (Draft)	07-15-93
T2.4/T8	**FY92 Title VII Grant Application Project Data File (APP92PRJ.DBF) and File Documentation**	09-29-93
	FY92 Title VII Grant Application School Data File (APP92SCH.DBF) and File Documentation	09-29-93
T2.4/T8	**FY93 Title VII Grant Application Project Data File (PROJ9302) and File Documentation**	09-29-94
T2.4/T8	**FY93 Title VII Grant Application School Data File (STUD9302) and File Documentation**	09-29-94
T2.4/T8	**FY93 Title VII Grant Application Project Data File (PROJ9401) and File Documentation**	05-25-95
T2.4/T8	**FY93 Title VII Grant Application School Data File (STUD9401) and File Documentation**	05-25-95
	Database developed from data submitted in Title VII grant applications merged with GCMS data. There are two databases: a project summary database, and a school-level file that includes all data on individual schools provided as part of TBE, DBE, SAIP, and SP applications.	
T2.5	**Title VII Grant Verification Data File (VERIFY92.DBF) and File Documentation**	01-31-94
	Database of data collected in project update interviews carried out in summer/fall 1993 with all funded Title VII project directors, including Part A and Part C. Provides more accurate data on students and activities participants and on projects carried out in the 1992-1993 project year.	
T2.5	**Title VII Grant Verification Data Files and File Documentation**	09-21-95
	Database of data collected in project update interviews carried out in spring/summer 1995 with all funded Title VII project directors, including Part A and Part C. Provides more accurate data on students and activities participants and on projects carried out in the 1994-1995 project year.	
T3	**Title VII Demonstration Database**	06-23-95
T4	**Title VII Historical Database**	06-07-95

List of SIAC Databases:
Databases Submitted to OBEMLA as of 09/01/95
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Task/ Task Order	Database Title	Date Delivered
T7	**FY92 Title VII State Education Agency Annual Report Data**	08-19-93
	A database developed from SEA Program participants' Annual Survey Reports, this database provides states' LEP student counts and data on LEP students receiving various educational services during the 1991-92 school year.	
T7	**FY93 Title VII State Education Agency Annual Report Data**	10-17-94
	A database developed from SEA Program participants' Annual Survey Reports, this database provides states' LEP student counts and data on LEP students receiving various educational services during the 1992-93 school year.	
T7	**FY94 Title VII State Education Agency Annual Report Data**	09-27-95
	A database developed from SEA Program participants' Annual Survey Reports, this database provides states' LEP student counts and data on LEP students receiving various educational services during the 1993-94 school year.	
TO5	**Emergency Immigrant Education Act Program Database 1993**	03-21-94
	This database was developed from annual reports submitted by SEA recipients of EIEA Program funds; analyses of these data are presented in the TO5 Report (above).	

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Special Issues Analysis Center

A Technical Support Center for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

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